

LIST IV.

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|---|----|----|----|----------|
| 1. Scarlatti. Pastorale (Tansig) | .. | .. | .. | 1/3 net. |
| 2. Beethoven. Sonata, op. 28 (Pastoral). Edited Buonomi | .. | .. | .. | 1/- net. |
| 3. Schumann. Song, "The Two Grenadiers." (Germania) | .. | .. | .. | 1/- net. |
| 141) .. | .. | .. | .. | 1/- net. |
| Also in Bass Clef, Bass Songs, No. 20 | .. | .. | .. | 1/- net. |
| 4. Chopin. Second Scherzo, op. 31. Contained in | .. | .. | .. | 3/- net. |
| Augener, No. 8071 | .. | .. | .. | 4/- net. |
| 5. Brahms. Op. 118. Intermezzo, No. 2 | .. | .. | .. | 1/1 net. |
| 6. Grieg. Lyrische Stücke Heft 6, No. 5. ("Sie tanzt") | .. | .. | .. | 1/1 net. |
| Peters, 2658 b. | .. | .. | .. | |

All the above are published by Augener, 6, New Burlington Street, London, W.

*Register of Schools, some classes of which work in the Parent's Review School and are tested by P.R.S. Examiner:—

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS ALLEN and MISS PARISH	Spange House, Ewhurst, Guildford	Girls	Ib., II., III. and IV.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.
MISS BIRTWHISTLE	3, Onslow Place, S.W.	Preparatory	
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.
MISS COOKE	"Romanoff," Surbiton	Girls	I., II., III., IV.
MISS CRAMPTON	Frenchay Lodge, nr. Bristol	Girls	II. and III.
W. STORRS FOX, Esq.	St. Anselm's, Bakewell	Boys	II. and III.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	37, Sloane Street, London, S.W.	Boys	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	II.
MRS. LAMB	Rijswijk, Epsom	Girls and boys	Ia. and II.
MISS LEVICK	Edgehill, Peak Hill, Sydenham, S.E.	Girls	Ia., Ib., II. & III.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls	Ia., Ib. and III.
J. W. E. PEARCE, Esq.	Merton Court School, Sidcup	Boys	Ib. and II.
MISS RICHARDSON	Lindum House, Bexhill-on-Sea	Girls	II. and III.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS SWAIN	Frith Park School, Sheffield	Girls	Ia., Ib., II. & III.
J. O. M. THOMAS, Esq.	14, Chilworth Street, Westbourne Terrace, W.	Boys	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys	Ia., Ib., II. (preparatory) and III.
MISS WATSON	Alstone Court, Cheltenham	Girls	Ia., Ib. and II.
MISS WHITE	Glencairn, Chippenham	Girls and boys	Ia., Ib. & II.

P.N.E.U. Translation Society.—Subject for February: From Victor Hugo's *Morceaux Choisis*.

P.N.E.U. Literary Society. Subject for February: *Hyperion* (Keats).

C. AGNES ROOPER, Hon. Sec.,

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

Five Famous French Women, by Mrs. Henry Fawcett, LL.D. (Cassell, 6/-). The five famous French women are Joan of Arc, Louise of Savoy, and her daughter Margaret of Angoulême (Duchess of Alençon and Queen of Navarre), Jeanne D'Albret (Queen of Navarre), and Renée of France (Duchess of Ferrara). Those who remember Mrs. Fawcett's admirable *Life of Queen Victoria* will know how she imparts her own discriminating appetite for historical knowledge to the reader, and how, having created the appetite, she gratifies it, tells you precisely the things you want to know and gives you vistas. The volume does not profess to be a record of original research: the books consulted are, with two or three exceptions, English publications, and the reader could wish that an author of so much insight had made a point of ransacking the inestimable and immeasurable treasures of unpublished correspondence available, for the most part, in the archives of France. But we must not look a gift-horse in the mouth. We have here delightful reading; and what women they were! That group of three, Louise of Savoy and her daughter Margaret, and her son Francis, so charming in their relations to one another, so admirable in their mutual love, so perfect and exquisite in their culture and yet so strangely found wanting when weighed in the balances—what a fascinating study they present! And then that other Queen of Navarre, Jeanne D'Albret, the mother of Henri Quatre; with what interest we follow her through her long contest with Catherine de Medici! That learned and pious lady, again, Renée, Duchess of Ferrara, how heroic she was in her defence of the oppressed Reformed Church, and how she united the enthusiasm for knowledge, which belongs to the Renaissance, with the fervent, passionate, piety of the early Reformed Church! Not the least of Mrs. Fawcett's claims on our gratitude is that she rises to the wonder and beauty of Joan of Arc. The illustrations are a course of instruction in themselves. The cottage at Domremy, where Joan of Arc was born, is a delight. One is glad that the "Maid" grew up in so sweet a place. Catherine de Medici, again, what a revelation is her portrait; and that of John, Duke of Bedford, accounts for many things. There are thirty illustrations, all of them most interesting.

Tennyson: A Memoir, by Hallam Tennyson (Macmillan, 6/-). We are heartily grateful to Messrs. Macmillan for this cheap edition of a great life of a great man. Such a life of such a man has its peculiar value as distinct from his works. Here we get the *obiter dicta*, the ripe windfalls, as it were, of a ripened mind. A hundred points of life and conduct, pain and pleasure, work and leisure, which, if they had been brought out in the volumes of the poet's works, what library could contain the whole! We cannot better sum up the value to the world of this biography than in the words of the author. Lord Tennyson says:—"More than any living man I have had reason to appreciate his splendid truth and trustfulness, his varied creative imagination and love of beauty, his rich humour, his strength of purpose, the largeness of his nature, and the wide range of his genius. If I may venture to speak of his special influence on the world, my conviction is, that its main and enduring factors are his power of expression, the perfection of his workmanship, his strong common sense, the high purport of his life and work, his humility, and his open-hearted and helpful sympathy—

"Fortezza, ed umiltade, e largo core."

Boys and Their Management in Schools, by H. Bompas Smith (published by Longmans, price 2/6). Mr. Bompas Smith has written a little volume which should be very useful, not only to Junior masters, but to all persons concerned with boys, and girls too; he understands boys, and advocates throughout, what we may call a magnanimous treatment; that is to say, he knows that a boy has intelligence and the power to be interested in his work, and the power to act generously and responsively in dealings with his master; and, practically, these chapters are hints of how to get at boys. Get at them and you can manage them, and on the whole, respect and trust are the rules. Here is an example of sound sense, "Let the boys have plenty to think and talk about, plenty of exercise, plenty of games, and the temptation to indulge in dirty talk will be felt by few. Try to help the bulk of the boys, so as to fill their minds with wholesome interests and ambitions, that they will turn from it in disgust." We think that many well-meaning people engage upon a painful and difficult crusade which might be avoided; intellectual interests and desires are the protective provision made by nature. We defraud boys and girls of their due amount of intellectual life, and are distressed and humiliated by the result.

Grimm's Fairy Tales (published by De la More Press, price 5/-). Here is a prize for lovers of fairy-tales. Gammer Grethel's Tales, illustrated by Cruikshank and others;—by the way, we should have been told which are the Cruikshank's: the procession with the golden goose we are sure, and Rumpel-Stiltsken and the Waits of Bremen, and the Bear and the Skrattel,—add to these pleasures an introduction by Laurence Houseman, and we get a book worth the having, containing about forty of the best fairy-tales going. Here is an admirable defence of fairy-tale horrors, "It is this same atmosphere or attitude of mind, which puts to rights even the less admirable elements of the old fairy-tales, whereat timorous moralists nowadays look askance. Where heads come on and off as easily as saucepan lids, in a world gaily divided between the quite good and the quite bad, a little savagery does no harm; it does but give a tinge of warmth to the blood, that ensures good feeding for the brain, and I imagine that the ruthless morals of the fairy tale have no more made children crueller than they have made them in actual fact braver. But they give quick food—the fresh meat of the hunter—to the imagination, and have helped to make the world of romance become more real at a tender age."

Routledge's New Universal Library, each, 2/- net. We owe gratitude to Messrs. Routledge for these marvellously cheap classics; we have received *Imaginary Conversations*—Landor, and are heartily glad to come once again upon these classical dialogues. Have we enough imagination to-day to make Æsop, Xerxes, Sophocles, Plato and the rest, talk that talk with their familiars which belongs to their time and place? only Landor could have done it, that is, Landor and Leopardi. Leopardi's *Essays and Dialogues*, translated by S. Thomson (author of the *City of the Dreadful Night*). It is a happy thought to give us an opportunity to compare the two; Leopardi does not confine himself to such familiar figures as Hercules and Atlas, for example, but makes Tristan talk to a friend, Nature and a Soul speak together, nay, the Earth and the Moon. The two volumes of the *Spectator* and Burke's *Present Discontents* are more familiar matter.

Humpty-Dumpty and other Songs. The De la More Press has issued a charming book, the songs are just the right songs for the babies. Mr. Moorat has chosen well, and Mr. Woodruffe has pictured delightfully, and the type is of a sort to make connoisseurs in the future.

Hymns in Prose for Children, by Mrs. Barbauld (published by the De La More Press, price 2/6). Old-fashioned people will rejoice to see a new edition of Mrs. Barbauld's beautiful prose hymns; it is quite true that her "measured prose" is exceedingly pleasant to the ear, catching as it does so happily the rhythm of the poetical books of the Bible. Children take great pleasure in these hymns and would do well to learn them by heart.

Historical and Modern Atlas of the British Empire, by C. G. Grant Robertson and J. G. Bartholomew (published by Methuen, 4/6). This Atlas bearing the names of Mr. Grant Robertson and Mr. Bartholomew is a very valuable possession. The maps are admirably executed and afford the most exhaustive information: we have the British Empire in five different periods from 1603 to 1905; maps of the World showing vegetation, temperature, rainfall, population, commercial development. Historical maps of the British Isles and of Europe, including the period of the Early Voyages, 1492. Maps of the vegetation, the coal and iron, the industries and the population of the British Isles. India at successive dates; the Far East in 1803 and 1905. In fact, there are few developments of the past and problems of the present connected with the British Empire which this capital Atlas does not assist us to the solution of.

Wings and Spurs, a collection of quotations for every day in the year, by L. H. M. Soulsby (published by Longmans, Green and Co., 1/-). We give a cordial welcome to Miss Soulsby's Calendar. Passages chosen by her are always inspiring and are always, we need not say, admirably chosen.

The Laws of Health, by D. Nabarro, M.D. (published by Mr. Edward Arnold, 1/6 net). We think Dr. Nabarro has produced a very valuable little book, always practical, always readable, and definite enough in its physiological teaching to give the reader a real knowledge of the Laws of Health. The book is primarily intended for the older pupils in Elementary Schools, but we agree with the author in thinking it will be useful both in Secondary Schools and to adult readers.

A Primer of Biology and Nature Study, by R. Mundy (Holland & Co., 2/6). A compact and up-to-date statement of the most important facts of biology, but the type is too small and the matter too much compressed to permit of the gradual, agreeable assimilation which results in knowledge. *The History of Birds as a Class* is presented in one short paragraph.

The Magic Hook and other Plays for Children, by M. L. Thomson (Marshall and Son). *The Magic Hook* seems to us rather dull.

Simple Lessons on Health for the Use of the Young, by Sir Michael Foster (Macmillan, 1/-). We are glad of any cause which should have induced Sir Michael Foster to write these simple lessons on health. This is the style which children can understand. "What was my dinner?—curd, fat and starch; and everybody's dinner, everybody's meal, all the world over is made of the same three kinds of things, curd, fat, and starch." The chapter on drink—alcoholic drink, tea, etc.—and those on light and cleanliness are specially valuable.

The Swan Edition of Shakespeare's Plays. Much Ado about Nothing and Twelfth Night (Longmans, Green & Co., 1/- each). This is a pleasing edition, but we might have spared the notes at the end and the linguistic dissertations at the beginning. The story of the Play, simply told as it is in both cases, is a good feature.

The Carmelite Classics (Marshall & Son).

The Fairie Queene, Book I. (edited by C. L. Thomson). This is an excellent edition, and we are glad to observe that "it contains notes on such matters only as the pupil could not be expected to know or to think out for himself."

Macaulay's *Life of Goldsmith* and Shelley's *Adonais* (3d. each). Charming little books.

Tales of the Middle Ages, by C. L. Thomson (Marshall, 1/-). Miss Thomson knows how to tell a tale, and, "Sir Bevis of Hampton," "Guy of Warwick," "Havelock the Dane," etc., are legitimate spoil because they are stories which might evade an average well-read person, and therefore, they do not take the flavour out of any piece of literature which the children ought certainly to come across later. The illustrations are suggestive, but not always well drawn.

Regional Geography: Europe, by J. B. Reynolds (Black, 2/-). The maps and diagrams in Mr. Reynold's book are most assisting, and if they require a little study, as for example, that of the mean annual rainfall in the Nile basin, why children enjoy puzzles, and would take hearty pleasure in reading such a map. The plan of the book is excellent, the idea being to treat Europe according to its "natural regions," and to show how physical features influence the life of mankind. Mr. Reynolds is a geographer and does his work well, but he has not learned the trick of giving information without seeming to do so.

Round the Empire by Dr. G. R. Parkin, M.A. (Cassell, 1/6). A book which has reached its one hundred and forty-third thousand should be good. It has a preface dated 1892, by Lord Rosebery, from which we must quote a sentence, "If we and they are narrow and selfish, averse to labour, impatient of necessary burdens, factions and self-indulgent: if we see in public affairs not our Empire but our country, not our country but our parish, and in our parish our house, the Empire is doomed."

The Mother Tongue, Book I., by S. L. Arnold and G. L. Kittredge, edited for English Schools by J. W. Adamson (Ginn & Co., 1/6). Professor Adamson has done well to edit the *Mother Tongue* for English Schools. There is a freshness about it which they manage to give to lesson-books across the Atlantic. At the same time we think the making of short disjointed sentences, popular in America and Germany, a relic indeed of Pestalozzi's teaching, is an educational blunder. The long rigmarole told by a small child about the pony he saw in the street, gives us our cue, and children should be allowed to narrate, not a passage of miserable little chopped up sentences, but a fairy-tale, or a Bible story which has been read to them. We are inclined to insist upon the reading as the children will not learn the trick of good vigorous English from stories that are told to them, that is, that are

translated into rather slipshod English for their behoof. But there are many capital pieces of prose and verse for reading and telling, and the treatment of grammar is simple and unacademic. We must quote an interesting remark from the introduction, "In seeking for the causes of the high level of expression which rules generally among men of French speech, it would be sheer blundering to overlook the services rendered by an instruction in the vernacular which aims at conferring on the pupil of the humblest school, the power of consciously using his mother tongue as a clear channel of thought."

Lingua Materna, by Richard Wilson (Arnold, 3/6). We like the note of common-sense which dominates Mr. Wilson's book. He realises the possibility of teaching too much! He tells us that *gender* may be severely neglected, that *number* must be dealt with, that *person* is interesting in itself, that case may be omitted altogether; in fact, he would deal with sentences and not with words. But here we are at issue with him; he says, "There is no royal road to facility in framing a flexible well-rounded sentence, not even for those who seem to be gifted with the flying quill. The matter must be learnt, and the schooling must be very definite and exact." We do not believe it for a moment. So far as we have been able to discover, there is but one way of teaching vigorous and individual English. The children must read, read many books of the best, read a single episode at a time and write it. Trust them to write English, and of the best! But Mr. Wilson knows about many things. He tells of a boy in whom it was impossible to develop a liking for reading, but who loved solitary rambles, and on one occasion was found to have a roughly-pencilled poem in his pocket. The chapter on *Taste in Literature* is very good reading. *Some Notes on Method* again is a refreshing chapter chiefly because method, as it is commonly understood, is ruled out. How good this is; "the teacher's aim ought to be to obtrude himself as little as possible between the poet and the reader."

A Primer of School Method, by Dexter & Garlick (published by Longmans and Co., price 4/6). The object of the authors is set forth in the preface. "The young teacher used to spend four or five years learning his professional work. Theory and practice went on side by side. The practical work has now been limited to one-half of a two years' course, and theory has disappeared from the syllabus." To help young teachers who only have "a very brief and very empirical training" is the object of this *Primer of School Method*, and certainly as much common-sense and as much good advice and judicious suggestion are given as can be got into 230 closely packed pages. We doubt, however, whether such exceedingly condensed matter can be readily assimilated. Nothing is left untouched from the teaching of the Alphabet to teaching of Lessons upon the Church, upon Social Life, upon Trade, upon Education. It is a surprising compendium, wonderfully well arranged, but terribly packed.